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ANNUAL REPORT

1973-1974



DIVISION OF CURRICULUM AND INSTRUCTION
PUBLIC SCHOOLS OF NEWARK, NEW JERSEY

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1974 — 1975

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1973 -74

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CURRICULUM COMMITTEES ACTIVE IN 1973—74

1. Aerospace Education
2. Art Education
3. Audiovisual Education
4. Bilingual Education
5. Black Studies
6. Business Education
7. Career Education
8. Ecology and Conservation
9. English Language Arts
10. Fire Education
11. Foreign Languages
12. Home Economics
13. Industrial Arts
14. Mathematics
15. Miniguides and Supplementary Materials
16. Music Education
17. Newark Studies for Grades Eight and Eleven
18. Physical Education, Health and Safety
19. Puerto Rican History and Culture
20. Reading
21. Science
22. Social Studies - Including Civics, Politics, and Sociology
23. Special Education - Including Speech

INTRODUCTION

If the preceding year was full, the year 1973-1974 was overflowing. The new Superintendent of Schools, Mr. Stanley Taylor, began his service in the system and soon initiated some changes intended to bring about positive results.

One of the Superintendent's early moves was that of assigning the directors of Art, Libraries, Music, Physical Education, Practical Arts, and Research to the office which he reconstituted as the Division of Curriculum and Instruction. Also assigned were the Textbook Coordinator and the Coordinator of Drug Education. Organizationally and educationally, these assignments were appropriate. New relationships were established and courses of action were pursued to serve education better.

Another innovation was the planning of a Staff Development office to be added to the division. While the top educator for the office could not be assigned during the year, two helping teachers -- Mrs. Ruby Dixon and Mrs. Betty Rufalo -- were placed in the curriculum office to begin developing a plan, to handle student-teaching assignments, and to prepare the fall inservice program. This was done with the involvement of the directors, supervisors, specialists, and coordinators in the division. Mrs. Rufalo was retained to advance the work further during the summer.

The Advisory Committee continued to be a valuable resource. The questions, suggestions, and contributions of the members were stimulating and helpful. Some meetings were held in their facilities and everyone enjoyed meeting in different institutions. The Newark Museum was the site of both the city-wide meeting of school curriculum chairmen and the annual spring public meeting which was, this time, entitled "Newark PLUS."

Added to the visitation plan of the curriculum specialists was participation in school audits. Instituted by the Superintendent, audits gave attention to all aspects of a school's life.

In the area of curriculum development, numerous materials were completed -- guides and miniguides -- and students were encouraged to learn about the drought in Africa, to give to the relief fund, and to participate in an essay contest on the world food problem.

Once again, the latter part of June found us moving, this time to 2 Cedar Street, where the central offices of the Board of Education are being relocated. Time will tell what kind of move it was.

This report is prepared for consideration by the immediate staff involved, by the Superintendent of Schools, and by such other persons as he may deem appropriate. In most cases, it contains condensed versions of reports which our several bureaus and programs submitted.

It was all done with education in mind.

E. Alma Flagg
July 31, 1974

PROFESSIONAL MEMBERSHIPS, SERVICES, AND INDIVIDUAL PUBLICATIONS

Professional Memberships

American Association of School Administrators*
Association for Supervision and Curriculum Development
CHEN, Committee for Science High School*
International Reading Association*
National Aerospace Education Council
National Alliance of Black School Educators
National Council of Teachers of English
National Council of Teachers of Mathematics*
National Council for the Social Studies
National Education Association
National Science Teachers Association*
New Jersey A.S.C.D.*
New Jersey Council of Teachers of English
New Jersey Education Association*
New Jersey Historical Society, Advisory Board*
New Jersey Historical Society, Sponsors of Jerseymen
New Jersey Science Supervisors Association*

*Indicates Attendance

Civic, Cultural, and Service Memberships

Alpha Kappa Alpha Sorority
Bayley Seton League
Catholic Forum
Gerechtigkeits Lodge, Brith Abraham
N.A.A.C.P.
Newark Bicentennial Committee
Newark Chapter, United Nations Association
Newark Museum
Newark-Pioneer Lodge, Brith Sholom
Phillis Wheatley Literary Club
Police Athletic League of Elizabeth
Sorooptimist Club of Newark
Urban League of Essex County
YMWCA of Newark and Vicinity

Consultant Services

E.F.H.S. at Montclair State College (Flagg)
Jersey City Public Schools, Promotional Board of Examiners (Flagg)
Houghton Mifflin Mathematics Series (Flagg)
New Jersey Consultation on Ethnic Factors in Education (Manuwuiké)
N. J. Department of Education, Branch of Urban Education (Manuwuiké)
William Paterson College, Statistical Design and Research Service (Weil)

Professional Publications

Construction. Rutgers Center for Occupational Information (Manuwuiké)
Developing a Guide for Early Childhood Education in "Forty Innovative Programs,"
Fearon Publishers (Flagg)
Factors Related to Black Separatism. Eastern Sociological Society, Statistical
Design (Weil)
Mathematics for Individual Achievement. Duplicating Masters for Grade Five,
Houghton Mifflin (Flagg)
Number - Language - Reading. Accepted by Elementary English Journal
(Lacey and Weil)

Teaching Services

Montclair State College
Administration and Supervision of Reading Programs.
Patricia A. Lacey

Newark Inservice, Evening High School, and Career Development Program

Black Experience in America	Emeka Manuwuiké
Drug Education	Patricia A. Joyner
Education at C.D.I.	Ruby Dixon
Education at C.D.I.	Betty Rufalo
Journalism	Philip Weil
Mathematics	Philip Weil
Orientation Course	Betty Rufalo
Public Speaking	Philip Weil
Seminar on N.T.E.	Julian Ziegler

Study

"Who dares to teach must never cease to learn." Accordingly, members of the curriculum staff studied at Kean College and Seton Hall University in addition to taking some inservice courses.

COMMITTEE WORK AND PRODUCTION OF MATERIALS

The curriculum committees of the Newark school system consist of teachers, administrators, counselors, librarians, psychologists, nurses, and social workers from divisions and schools at all levels throughout the district. Wide input is sought in order to consider needs, plan materials, and develop guides which may be used effectively by teachers for the education of our children.

The committees which functioned during 1973-74 are these: Aerospace, Art, Audiovisual, Bilingual, Black Studies, Business, Career Education, Ecology, English Language Arts, Fire Education, Foreign Languages, Home Economics, Industrial Arts, Mathematics, Miniguides, Music, Newark Studies, Physical Education and Health, Puerto Rican History, Reading, Science, Social Studies, and Special Education.

Between July 1, 1973 and June 30, 1974 a number of materials were completed. Curriculum guides adopted were: Secondary Home Economics, Newark for Grade Three, Middle School, Portuguese, Elementary Science, Secondary General Mathematics I, and United States History. Miniguides completed were: Drought in the Sahel, African Liberation, and Political Education.

Other materials are now being printed or otherwise duplicated, so that adoption, orientation, and distribution may occur early in the 1974-75 school year.

Associated with all this work have been the curriculum chairmen in local school buildings and the committees and faculties with whom they work. These teachers have evaluated materials in many different areas and have responded to surveys in various fields. The work which they have done was intended to be shared at one time or another by all members of their faculties, depending upon the scope of the material presented and the grade-level or subject-area of the individual teacher. Some subjects have concerned all teachers of all levels.

The building curriculum chairmen were invited to one district-wide meeting during the year, held at the Newark Museum. The session featured display and discussion of the work of the curriculum office, introduction to the educational offerings and exhibits of the Newark Museum, and presentation of audiovisual kits in environmental education in connection with the work of the New Jersey Council for Environmental Education, based at Montclair State College.

The activities of all the persons referred to have contributed to the success of the work of the division. We are grateful to them.

CURRICULUM STAFF SURVEYS AMONG SCHOOL PERSONNEL

Assessment of Needs of Art Education Program

The Art Education Curriculum Committee surveyed the city's schools and art teachers to assess the needs of the Art Education program. The responses from sixty-six schools indicated the following:

Almost all the teachers are engaged in creative and innovative activities.

In general, the art teachers of the city have made extensive use of the division's curriculum materials as well as many resources other than the curriculum guides.

For the most part, the art instructors find that they are allowed flexibility in their approaches and are able to allocate moderate proportions of their time to creative pursuits. However, a small number of teachers did express a desire for better scheduling to meet the special situations involved in art programs.

Many teachers stated that there were extensive physical inadequacies in their school buildings (lack of supplies, limited space, no art room, the art room being used for other purposes, etc.) and that they were therefore restricted in the extent to which they could implement their programs.

As to the role of art education in the particular schools, the art teachers expressed the opinion that most of the professionals from the other disciplines have positive attitudes toward the subject and that most administrators would like to take care of the part of a minority of other professionals (non-art teachers) that art was a "frill" or a "time-filler."

The art teachers were in agreement and reacted positively to the desirability and suitability of activities such as: more field trips for students; the inclusion of the other arts (performing arts) in a school's program; visitations to other Newark schools and schools in other districts to observe and exchange ideas with other art teachers; a reactivation of the Newark Art Teachers Association.

The Art Education Committee will utilize the results of the survey to prepare an extensive report for the city's art teachers in the fall of 1974.

Business Education

Six of the city's senior high school business departments responded to the division's survey of business teachers designed to obtain recommendations and reactions to the proposed outlines for two contemplated study guides: General Business and Business Arithmetic.

The respondents generally agreed on contents of the outline as presented, and in addition, they recommended forty-three other major topics that might be investigated.

The teachers also described and recommended eighty-nine creative activities which had been tested and had been found to be successful in their teaching experience. The suggestions should be invaluable to the writers commissioned to construct the study guides for the two aforementioned business subjects.

Career Education

Forty-three schools (35 elementary schools, 3 senior high schools, 1 junior high school, and 4 special schools) responded to the Career Education survey of the city's schools by the division's Career Education Curriculum Committee. The survey instrument was presented to the teachers for the purpose of collecting innovative materials for a tentative Career Education Study Guide for grades prekindergarten through twelve. The responses followed the framework of the questionnaire -- namely, that the following guidelines were kept in mind: The approaches should be developmental and related to the dimensions of Self-Awareness, Exposure, Exploration, Research, Decision-Making, and Saleable Skills; and the type of activities should reflect grade levels and multi-disciplinary approaches.

The several hundred successfully tested classroom activities that were recommended by the teachers indicated that Career Education was being reflected in the city's school program on all levels and in all disciplines. The recommended projects will eventually be utilized in the writing of the forthcoming study-guide materials being planned by the Career Education Curriculum Committee.

General Mathematics II

Seven high schools responded to the General Mathematics II Survey.

The proposed guide was considered generally to be acceptable for use in terms of stimulation for student research, flexibility as to possible classroom activities, opportunities for innovations by teachers, and general content.

Some schools were of the opinion that more emphasis should be placed on fundamental operations and less on concepts such as sets. However, almost all the suggestions were invaluable and will be used in revising the General Mathematics II manuscript.

Innovative Mathematics Activities: Grades Prekindergarten through Eight

The Mathematics Curriculum Committee surveyed the city's elementary and junior high schools in order to collect and categorize innovative and creative approaches being used successfully in the classroom. Several hundred teachers contributed a wide range of original materials that could be used on all grade levels and which would coincide with the topics in the course of study as outlined in the division's Elementary Mathematics Curriculum Guide.

A team of writers has been organizing the responses and expects to complete a Handbook of Mathematics Activities during the 1974-75 school year.

MATERIALS SENT TO PRINCIPALS

Guides

Art Guide
Elementary Science Guide
Family Living Guide
Living Together in Newark
Secondary School Home Economics Guide
Elementary Science Guidelines
Tentative Drug Education Guide
Middle School Guide

Miniguides

Drought in the Sahel
Malcolm X and African Liberation Week 1974
Political Education
Reading/Science Miniguide

Booklets

Drug Abuse Booklet "Get High on Sports, Not On Drugs"
Electric Company Guides
List of Children's Books With a Newark Setting; Historic Landmarks of Newark, and
Four Maps of Newark (sent with Living Together in Newark)
Newark Magazine (containing article on Aerospace Education Center)
"Quincy Looks Into His Future -- Careers in Engineering"
"Super Cool" Booklet on Law and Youth

Kits

Instructional Planning through Computer Based Resource Units
The Environment: Where It's At in New Jersey

Other Materials

Annual Report
Black History Game "We Dunit"
Information on Multi-media Materials
Information on United Nations food program and Essay Contest of AfroArts Cultural
Centre

SUMMARIES OF SCHOOL REACTIONS TO CURRICULUM MATERIALS

Drought in the Sahel

Sixty-five of our approximately ninety schools responded; sixty-three found the booklet acceptable, and two found it unacceptable. Teachers stated that content, suggested activities, and bibliography were good, and that creativity was encouraged.

This booklet was associated with the system's effort to stimulate gaining money for the disaster area. The drive was a success and an amount exceeding four thousand dollars was publicly presented.

Drug Education Guidelines

Sixty of the schools submitted evaluations of the drug education guide, and sixty found it acceptable. Teachers stated that the content was suitable and relevant, that the suggested activities and the bibliography were excellent, and that flexibility and creativity on the part of the teacher were encouraged.

Malcolm X and African Liberation

Of the ninety schools, sixty responded with reactions to this miniguide. Of the sixty, fifty-three considered the material acceptable. Those teachers who found it unacceptable based their findings on a belief that its content was too advanced and provided little stimulation. In contrast, the majority of the respondents found the material adaptable to all grade levels, possessed of built-in stimulation, and conducive to correlation with language, music, art, and social studies.

Political Education

Sixty-four of the system's schools responded with evaluations of the miniguide on Political Education, which was distributed during the spring for immediate use. Sixty-one schools found the material acceptable. The three who considered it unacceptable stated that it was not suitable for use in elementary schools. Most evaluators found that it was readily usable in their ongoing programs. Once again, teachers need to be aware of the realities of life in the city, the significant problems of which students of all ages are conscious, and of the importance of including current, relevant material in the instructional program.

Puerto Rico: Geography, History, and Culture

Intended as much-needed background material for all Newark teachers, this guide was sent to all schools. Of the forty-five who responded, three found it unacceptable on the grounds that it was not suitable for use from kindergarten through grade three. We re-emphasize the fact that teachers need the material for a fuller understanding of some of their students, for a means of encouraging self-esteem in some, and as a means of fostering appreciation of and respect for Puerto Rican heritage and culture among all Newark students.

The majority of the respondents found the guide interesting, relevant, and stimulating.

Reading the Language of Science

Prepared for all schools, this miniguide was judged unacceptable by one of the fifty-five schools that responded. Perceptive teachers found it a useful resource tool. Some teachers thought that textbooks should be found which have been developed along the lines suggested by this miniguide. The suggestions for activities, experimentation, and research were well-received.

Selective Service and Military Careers

Six of the eight regular senior high schools submitted reactions to this material. Its greatest utility would be among guidance counselors and draft counselors, but the material would actually be of value to any teacher in a close relationship with students facing the draft or considering military careers.

There was some demand for behavioral objectives.

SUMMARIES OF SCHOOL REACTIONS TO COMMERCIAL MATERIALS

Quincy

Thirty-one of the sixty-six elementary schools submitted reactions to the comic-style booklet on engineering. All found it acceptable for use with fourth-grade pupils.

Teachers considered the booklet suitable, stimulating, and easy to read. Some did not care for the slang which they found; some noted an absence of women; and some felt that a quiz should have been included.

Pupils found the material interesting, informative, and stimulating. They enjoyed role-playing and a variety of followup activities.

Super Cool

Fifteen of the twenty-nine schools containing seventh grade reacted to this comic-style booklet on youth and the law. Thirteen found it acceptable and two, unacceptable.

Teachers found the content appropriate and significant for seventh-graders, and stated that they could easily correlate the content with health and safety, art, and language arts.

Some teachers felt that the presentation was too immature, or that there was too much fantasy for seventh-graders.

We Dunit

Forty-four of the system's elementary schools responded with evaluations of this Black History card game.

Teachers commented that the cards were informative, motivational, and fun. They wanted more.

Students enjoyed the cards and were able to invent games to play with them.

FAMILY LIVING: SURVEY OF IMPLEMENTATION

In the spring of 1974, a survey was made in order to discover the extent to which the implementation of Education for Family Living had been advanced. Miss Claire Whittaker, curriculum specialist, was designated coordinator so that building personnel might have one resource person to contact.

Of the system's ninety schools, sixty-five responded to the survey. Of the sixty-five respondents, all but three had begun implementation between September of 1973 and March of 1974.

The table below shows the percentage of students at each grade level receiving family living instruction in the responding schools:

PK	100%	6	98%
K	98%	7	89%
1	88%	8	89%
2	88%	9	70%
3	88%	10	70%
4	93%	11	70%
5	95%	12	90%

Thus, in those schools, more than 85% of the students were taught in this area.

The subject-matter was handled by 50 classroom teachers, 25 teachers of physical education and health, 8 administrators, 37 nurses, 5 counselors, 7 social workers, and 4 teachers of home economics. In most instances it was correlated with health and not assigned a specific or separate time schedule.

Consultants came from the elementary education office, the curriculum office, the New Jersey College of Medicine and Dentistry, the New Jersey Department of Health, Planned Parenthood, and the system's corps of nurses, physicians, and social workers.

Non-implementation, in the three schools so indicating, was due to (1) strong parental objections, (2) dissatisfaction with the preparation of teachers, and (3) waiting for parent approval.

In the schools reporting, there was a total of 145 requests from parents for non-participation of their children. By Board provision, such requests were honored.

The experience of schools in which the program was implemented seems to indicate that (1) family living fits into the health program, (2) it can be handled judiciously without upsetting community values, (3) requests for non-participation are relatively few, and (4) teachers are able to adapt material to their specific classes.

In one school, an inservice course for teachers was conducted in response to a request with the appropriate number of participants.

We recommend that the Superintendent once again distribute the circular stating his directive and quoting the Board's policy statement on Education for Family Living.

CURRICULUM STAFF SURVEYS: COMMERCIAL MATERIALS AND PROGRAMS

The curriculum staff surveyed the following materials and programs:

1. Countless textbooks and trade books;
2. ABC's of Black History, a multimedia set of pictures, sheet music, cassettes, and teacher's guide;
3. Accountability in Drug Education: A Model for Evaluation;
4. Westinghouse PLAN;
5. Optimum Computer Systems;
6. Culturally Specific Reading Program of Houghton Mifflin;
7. McKnight Career Program;
8. Science Awareness Conference of McGraw-Hill;
9. New York Bell Telephone Seminar on Utilization of the Telephone in Communication;
10. Intelicor retrieval system; and
11. Language Arts Workshop by Houghton Mifflin.

The views of curriculum staff have been shared with textbook staff, library and audiovisual staff, and personnel in elementary, secondary, and special education. In some instances, combined opinion will result in the adoption of materials or programs.

TEACHER INNOVATION PROGRAM AND CURRICULUM GRANTS

Hobby Craft Business

This program was conducted by Mrs. Margaret Coppola at East Side High School in a Home Economics Cooperative Class.

Through student-created Hobby Craft Business students developed concepts, knowledge, skills, and understandings basic to occupational preparation as well as general education.

The Hobby Craft Business involved student creation of hobby crafts such as candle-making, decoupage, ceramics, and jewelry-making. The project served as an interesting method of teaching vocational skills and competencies by developing the business as an integral part of the class curriculum.

Operation of the business also facilitated interrelationships among many diverse areas such as communication skills, business law, economics, accounting, record keeping, tax laws and insurance.

Operation Read-In

This program was conducted by Miss Arnethia Blowe at Avon Avenue School. It was designed to provide the child with exciting reading materials, to inspire him to read them, to enlist parental support, and to involve the classroom teacher.

Parents and their children worked to earn books which, eventually, were given as a reward. Teachers and parents selected books that the children would like to own.

By attending monthly meetings, parents received reading information through viewing filmstrips and participating in conferences. They could earn books for their children by attending monthly meetings, and by bringing in snapshots of their children at a reading corner in the home.

In addition, parents were requested to read to their children for at least twenty minutes every day, to set up a reading corner at home, to enjoy books with the child, and to utilize the school and public libraries.

The program should result in pleasurable reading experiences for both parent and child, joy in book ownership, and continuing parental cooperation in reading.

Pilot Science Program for Grades 1-3

Mr. Donald Lutzke's Pilot Science Program for Grades 1-3 for Disadvantaged Children introduced the study of physical and life science. This program ran for one year using three classes of students.

The program is an established and proven method called SCIS, Science Curriculum Improvement Study. It was innovative at Garfield School, since it had never been used there. This program assumes that by starting early (first grade) and providing meaningful, relevant materials with which children can have direct experiences, it is possible to help all children develop their educational potential to the fullest.

The first-year students used units: Material Objects (physical science) and Organisms (life science). The students were given opportunity to care for aquatic plants and animals, raise seedlings, and investigate the properties of a broad range of nonliving specimens.

The second-year students used units: Interactions and Systems, and Life Cycles; the third-year students used subsystems and Variables, and Populations.

It was found that, through the use of SCIS, students revealed an increased enthusiasm for learning. They were able to achieve a high degree of success in the manipulation of science materials, and in the use of oral language skills.

Reading and Language Arts Development Through Creative Writing

At Sussex Avenue School, Mrs. Blanche Bishop conducted this program with eighth-graders. This excellent, well-executed project involved the following goals and objectives:

1. To develop self-confidence
2. To develop oral and written self-expression
3. To arouse interest in reading and language
4. To improve the ability to organize ideas
5. To improve the mechanics of writing
6. To improve the ability to think creatively
7. To improve the ability to speak effectively.

To arouse interest in reading and language and to develop clearer concepts of the process of creative writing, many stories, poems, and plays -- selected by students and the teacher -- were read. Also introduced to stimulate the original writing by students and to provide subject matter were pictures and recordings. Additional stimulus came from field trips to places related to areas of interest, cameras being used to record scenes and activities which became subjects of compositions.

During the process of teaching creative writing, all literary areas were explored -- drama, prose, and poetry -- and student experience was gained in these areas.

Tape recordings played a major role in all stages of the project. Tape recorders were used individually and by groups in effecting changes and mechanical corrections. They were employed also for practice in oral expression and to foster appreciation of literary style.

The impressive amount of imaginative writing in all genres does indeed give promise that Blanche Bishop's eighth-grade students will enter secondary school with a better understanding of all kinds of reading and language usage. More important, they will have developed self-confidence in their abilities to perform on a creative level, i.e., as students, rather than as pupils.

It is comforting to become acquainted with elementary-school work which purposefully develops the humane qualities of children while they are still in the formative stage, since many problems in secondary education stem from lack of training in any aspect of education save the purely mechanical.

Bergen Street School: Paperbacks for Young Readers

The purpose of this project is aimed at stimulating reluctant readers in the intermediate grades.

Carried on at Bergen Street School, the project consisted of a control group and an experimental group. From the ten fifth grade classes, the five with the lowest mean scores in the Metropolitan Reading Test were chosen to participate. The other five classes were used as the control group.

All students from the experimental group were invited to join the Paperback Book Club. Each student selected a book to be read and returned within one week, then selected another book. No reports were asked for, nor did the children have to select a book. The idea of the club was fashioned after Daniel N. Fader's project to motivate reluctant readers as described in his book, "Hooked on Books."

A limited number of paperbacks were purchased from the Readers Press and Scholastic Publishing Company. Two display units were also purchased. As the pupils' likes were ascertained, other books were added to the library.

Among the favorite books were cooking books, those dealing with sports, and the Charlie Brown and Flintstone series. Riddle and joke books were also well liked.

When the results of the Metropolitan Reading Tests are available, the scores of both groups will be compared. It is expected that classes participating in the Paperback

Book Club would show a gain in reading scores greater than that of the classes not exposed to this supplementary reading program.

Mrs. Olive C. Young conducted this program.

Broadway Elementary School: BLISS

Mrs. Anne Niemira was joined in this program by Mrs. Sandra Werner and Ms. Kathleen Cheney.

BLISS, Broadway's Laboratory of Individualized Study Skills, is designed to provide opportunities for children to reach their reading potential, to improve their self-concept, and to enjoy reading in and out of school.

This program is a preventive and prescriptive one. Much time is spent evaluating the pupil's records, diagnosing his needs and preparing individual learning prescriptions (contracts) or tasks for each child through the use of standardized, diagnostic, and informal teacher-made tests.

BLISS is implemented through the use of centers which include: comprehension, phonetic analysis, sight words, vocabulary, dictionary, library, listening, reading skills games, creative writing, and evaluation. Included in these centers are commercial and teacher-made materials and audiovisual equipment. These materials include ditto work sheets, workbooks, learning kits (commercial and teacher-made) games and listening experiences. They are catalogued according to skills and difficulty. The child is trained to locate supplies, operate equipment and implement his program independently.

Each child receives a contract prescribing the required tasks to strengthen him in each center. The amount of time spent in each center varies with the individual need of each child. After the mastery of a prescribed skill the child evaluates himself through the use of test. Although standardized tests are used to evaluate student achievement, the teachers rely on informal teacher-made tests. A continuous appraisal of an individual's progress is an integral part of this program.

East Side High School: A Simulated OJT Program

Mr. Matthew J. Russomanno has implemented his project quite successfully. He attended our Curriculum Night and explained his project there to the visitors. In addition, he distributed a brief description of his project to the visitors. The program offered the students some job simulation games and work experience exposures. The employers of these students are satisfied with the students' performances. Mr. Russomanno hopes to continue the program next year.

McKinley School: Listening and Reading

Using the complete set of the Scholastic Record and Book Companion series, Mrs. Audrey Ertl established a student listening center with a record player and eight headsets.

Motivation was created by placing an attractive display of records and books in the most prominent area of the room. Pupils were free to select any record-book combination that seized their interest and sit down in the listening center to hear a recording while they followed with the book. Thus, painlessly, was emphasized the interrelationship between the written word and oral expression.

Many group and individual activities were tied in with this project. Children kept their own reading logs, recording books they had read, the character they would most like to be, and general reaction to the book. In literary debates, pupils had the opportunity to express their likes and dislikes and to inform classmates about the twenty-nine books in the series. Each child constructed a miniature billboard to advertise his favorite book. In addition, classroom mobiles on themes from the books were made and suspended from the ceiling. Displayed about the room were dioramas constructed from shoe boxes by the class.

Book jackets designed by the children were used as part of bulletin board displays. Brief character sketches, done by the pupils about a favorite personality in a book they had listened to were also placed on bulletin boards.

A book party was the culminating activity, with each child portraying -- in homemade costume -- a book character.

Through this project deep interest was developed in out-of-school reading. Every pupil took advantage of the opportunity to take home books from the series (There were eight copies of each title). Many of the stories listened to, and subsequently read at home, were beyond the fourth-grade level.

The listening center quite clearly strengthened both listening and reading skills.

AEROSPACE EDUCATION

The Aerospace Center began the 1973-1974 school year program with teacher workshops. The workshops were conducted by Mr. Robert L. King, Coordinator of Aerospace Education, Division of Curriculum and Instruction, Newark Board of Education, and Mr. Howard Bueschel, Aerospace Consultant, New Jersey State Department of Education. Sixty teachers from Newark schools, and twenty from suburban schools attended the workshops. In addition, Curriculum Specialists from the Division of Curriculum and Instruction, Newark Board of Education, conducted their presentations and demonstrated hands-on activities in their respective disciplines.

From November 1973 to June 1974, the Aerospace Education Three Cycle (3 visits per class) program was presented to:

a. 2,180	Students
b. 116	Teachers
c. 35	Parents
d. 25	Visitors
e. 5	Community Aides
f. 2	Counselors
g. 1	Nurse
h. 1	Social Worker
i. 1	Principal.

Student ethnic breakdown:

a. 1,315	Black
b. 529	White
c. 205	Puerto Rican
d. 131	Portuguese.

Newark students in grades three through twelve, excluding the seventh grades, toured Newark International Airport under the Port Authority tour guide program. A combined airport/seaport tour was available for grades seven through twelve.

School reservations for each tour were processed through the Aerospace Center. The tour program was presented to:

a. 1,125	Students	(airport tour)
b. 335	Students	(combined airport/seaport tour)
c. 24	Teachers	
d. 7	Parents.	

Grand totals for the Aerospace program, to include the Port Authority tour program are:

a.	3,305	Students
b.	140	Teachers
c.	42	Parents
d.	25	Visitors
e.	5	Community Aides
f.	2	Counselors
g.	1	Nurse
h.	1	Social Worker
i.	1	Principal.

The aerospace education program was very well received. Detailed comments of teachers, students, parents, and visitors are included in a separate report.

The Newark school system has a unique and significant educational resource in the location, the equipment, and the coordinator of the Aerospace Education Center. Its potential for quality education is virtually unlimited.

ART EDUCATION

The Director of Art Education, Dr. Ruth K. Assarsson, prepared a full report on the goals, activities, problems, and achievements of her office. The introduction and conclusion are presented here, while the complete report is retained in the curriculum office for reference.

Introduction

The year 1973-74 can be characterized by the word "change." The Department of Art Education became a Bureau, its Director directly responsible to one person, the Assistant Superintendent in Charge of Curriculum and Instruction - a most welcome outcome of efforts to effect a more viable and logical organization of line and staff.

A precursor of things to come occurred on September 6, 1973, when elementary art teachers met together in the public Board Room for an orientation to the new Elementary Art Guide: Prekindergarten through Grade Six. Dr. E. Alma Flagg facilitated this important meeting. The guide, which developed under her guidance and counsel, was well received then and later as it was employed for use in the classroom by both art teachers and academic teachers alike.

At the same time as budgets had to be prepared and adjustments made in art-teacher assignments, the most ambitious Public Relations Exhibition yet proposed was under way. Marie Scanlon wrote and narrated the script; Jerry Simons televised for videotape; Charles Castello designed and constructed a moving panorama of three synchronized triangular panels. Despite hard-to-lick gremlins, the display found its way to Atlantic City on time to win first prize at the New Jersey School Boards Association - 21st Annual Workshop.

It was also an unprecedented year for the number of exhibitions and competitions participated in by the Bureau of Art Education. Sponsorship was freely offered — and in some cases, initiated — by interested civic, social, and business organizations concerned lest talent go unnoticed and unappreciated. In no other year have so many children had as much opportunity for recognition of their creative efforts or received such rich reward.

The year was indeed different, but challenging and suggestive of areas to be more fully explored.

Conclusion

The larger number of exhibitions and contests presented this past year can be directly attributed to requests for them initiated by outside agencies newly interested in the development and recognition of student talent — in one instance, also the promotion of a worthy cause. Exhibitions and contests invite creative production. For this reason, there will be deliberate efforts made to solicit cooperation from still more sources if they are not volunteered. A major objective of the Bureau of Art Education is to further this healthy movement. In addition, community groups can be encouraged to sponsor local art shows of students work. The Aard Gallery on Bergen Street, for example, has for some years shown the work of students attending Weequahic and Malcolm X Shabazz High Schools.

Art was introduced for the first time this summer in elementary and secondary summer school programs, plans for which were drawn up last spring. Assuming that these programs are to be continued, articulation of the summer school art program with that of the regular school-year art program would seem to be indicated. Particularly is this true for the secondary school level. Aside from the immediate function of offering enrichment opportunity, summer studio workshops could serve as introduction to electives offered in high schools, as pre-preparation or supplemental creative experience for the art major attending Arts High School, or as orientation to training for an art career at a professional art school.

The demand for increased art service — nearly doubled in fifteen years — connotes the existence of a vigorous art program. But the quality of art-teaching is uneven. The weak, who could become strong with professional help, need the supervisor's assistance to carry on an effective program, and the consumers — the children and parents whom the Newark Public Schools serve — should expect nothing less. Hopefully, the one supervisory position approved by the Board of Education for the 1974-75 school year will be filled by September. Restoration of the second supervisory position will be requested for the following year. Two supervisors are necessary to proper supervision of some one hundred forty-two art teachers servicing over ninety schools.

Staff development can also be implemented through inservice training. One course designed for art teachers new to Newark, and open to classroom teachers where space permits, is offered each semester. A second inservice course is recommended for this coming year. The course would involve training of art teachers in photography, a field in which few art teachers have expertise. The photography course, already introduced in two high schools in the city, has become an integral part of many art programs across the country primarily because photography is the most popular means of visual expression in today's society and because study of photography can lead to satisfying careers.

Upon the recent retirement of Mrs. Bishop, the Arts Workshop lost a most loyal and competent art teacher. This vacancy should be filled by a teacher having broad technical knowledge who can conduct inservice courses for teachers, and who has also had professional experience as a commercial artist. Such a person has been recommended to the appropriate assistant superintendent for assignment to the Arts Workshop.

With an almost complete staff, the 1974-75 school year promises to be a good one. The Director of Art Education has every expectation that the art program can be strengthened as to both personnel and scope — the scope to include mutual effort by school and community toward providing richer, more meaningful art experiences for the children of Newark.

ARTISTS IN SCHOOLS: DANCE COMPONENT

Under the sponsorship of the National Endowment for the Arts and the New Jersey State Council on the Arts, the Newark school system was selected for the second year to receive the dance program.

Thirteenth Avenue and Quitman Street Schools were sites at which the movement teacher, Mrs. Shawneequa Baker-Scott, served a three-week residency. Principals Bert Berry and John Moses gave enthusiastic support and this was further reflected in the positive attitudes of their involved teachers.

One concept which the coordinator, Mrs. Kae Thompson Payne, wished to advance was that movement is related to learning, and that the self-discipline imposed in movement-and-dance study can be a positive factor for other school areas.

In addition to the activities conducted at the school sites, Mrs. Payne provided workshops for teachers and for students at the Thompson Dance Studio. Twenty-four teachers and forty-four students availed themselves of the opportunity to take a series of six lessons. Real learning resulted, and the comments of the participants were very positive.

We look forward to seeing greater involvement of physical education teachers and classroom teachers in dance activities in order to reap physical, emotional, and intellectual benefits for students.

DRUG EDUCATION

During the summer of 1973, the Coordinator of Drug Education was assisted by two drug educators who worked during the summer session at Barringer and West Side High Schools.

During that summer, the coordinator also gathered and organized materials which had been tentatively prepared by members of the Drug Education Curriculum Committee. These materials were submitted to the Assistant Superintendent for use in the curriculum guide which would subsequently be produced.

Workshops were conducted during the summer of 1973 at the following schools: Bragaw Avenue, Eighteenth Avenue, Fourteenth Avenue, Garfield, Maple Avenue Annex, Maple-Lyons, Martin Luther King, McKinley, Newton, Peshine, Quitman, Roberto Clemente, Speedway, and Warren. Summer activities also included a program by The Dance Theater of Harlem, preparation of guidelines to assist principals, completion of radio spot announcements, work on a film script, and other presentations.

During the 1973-74 school year workshops were conducted at the following schools: Belmont-Runyon, Branch Brook, Burnet, Camden, Cleveland, East Side, Fifteenth, Garfield, Hawkins, Lafayette, Lincoln, Maple-Lyons, Marcus Garvey, Quitman, Roberto Clemente, South Seventh, South Seventeenth Annex, Vailsburg, Warren, and Weequahic.

One inservice course on Drug Education was taught by Mr. Emil Giffoniello. Another was taught by Mrs. Patricia Joyner, coordinator.

Meetings of Newark Youth Against Drugs were conducted from October through May, in addition to workshops. Students, advisors, consultants, teachers, and parents were involved. Parents were additionally involved in meetings of the Parents' Advisory Council.

The coordinator of Drug Education participated in school audits, career days, seminars, a television panel discussion, and other activities.

The year ended with a Youth Leadership Workshop at Weequahic High School and a luncheon at the Gateway Downtowner Motor Inn. Plans indicate that this program will be followed by new-student orientation by student leaders in the fall.

It was a full year.

GOVERNOR'S CAREER DEVELOPMENT PROJECT

The Governor's Career Development Project became operative in February and was headed by Mrs. Geraldine Uzzell. Components of the program were: Technology for Children, Introduction to Vocations, Job Placement, and Community Service.

Technology for Children was employed in grades kindergarten through six in eleven elementary schools. Exploration and physical involvement were used to help pupils understand self, family, and society in relation to careers; to relate the world of work to curriculum areas; to arouse interests and exercise abilities; to enhance learning in the areas of technology and work concepts.

Introduction to Vocations was conducted in grades seven through nine in order to provide deeper knowledge of career clusters. Multi-sensory learning was an important aspect of the program. Students were guided in self-assessment, job analysis, and understanding the relationships among academic areas, skills, and work experience.

In the senior high schools the program included several features: job placement, career day, and career clubs. An added feature was the meaningful service of interested students in community agencies: this was unpaid service, not gainful employment.

The program administrator, as the program advanced, assumed responsibility for the Career Education Newsletter, and worked with the Newark Career Education Advisory Committee. The services of Mrs. Uzzell to the teachers and coordinators in the program contributed greatly to its success.

A detailed report is available.

INSTRUCTIONAL DEVELOPMENT INSTITUTE

General Makeup and Procedures Followed

Overall direction for all activities connected with the Instructional Development Institute was provided by the I.D.I. Steering Committee, composed of a member of the Newark Board of Education, classroom teachers, school administrators, representatives of the State Department of Education, and personnel from Syracuse University, Rutgers Center for Educational Testing (CET), Educational Improvement Center (South Jersey), and the Newark Central Office, under the chairmanship of Mr. Joseph Visotski of the Newark Teachers Union.

Training sessions of the I.D.I. were conducted at the Holiday Inn, Newark, on five consecutive days, November 26-30, 1973. Hours of instruction were from 8:00 a.m. to 5:00 p.m. Seventy-nine teachers from the following public schools were released from regular assignments to participate in the Institute: Abington Avenue School, Garfield School, Clinton Place Junior High School, West Kinney Junior High School, and Malcolm X Shabazz High School. Assigned as members of each school team was the principal or a vice-principal of that school. Two staff members of the Division of Curriculum and Instruction took part in all sessions. Superintendent of Schools Taylor, members of the Newark Board of Education, and many Central Office personnel observed various aspects of the program.

Instruction was carried on by a staff consisting of officials from the New Jersey Department of Education, Rutgers University CET, and the Educational Improvement Center (South Jersey).

Activities of the Institute were based upon the philosophy that a systems approach to instructional development is the most viable means of constructing curriculum units based upon behavioral objectives.

By means of lectures, programmed texts, games, and multi-media presentations, participants were led to work through simulated problem situations and, eventually, real problems for each school group--all illustrative of the I.D.I. nine-point system: Define--(1) identify problem; (2) analyze setting; (3) organize management; Develop--(4) identify objectives; (5) specify methods; (6) construct prototypes; Evaluate--(7) test prototypes; (8) analyze results; (9) implement/recycle.

Multi-media presentations utilizing human actors and cartoon characters were correlated with instruction, and there were step-by-step review exercises to test mastery.

Games and role-playing simulation reinforced the major objectives of the Institute, e.g., "Innovative Interaction Games," "Objective Market Place Game." By means of these devices, the human variable in instructional planning was investigated and experienced in a nonthreatening manner. Although the games and role-playing situations were somewhat forced, the logical culmination in a concrete, practical problem-solving situation for each of the participating schools offset the initial artificiality.

Each school team spent the concluding sessions of the I.D.I. beginning the development of a prototype project to meet the specific needs of its institution--the nine-step systems approach being employed to give structure to their work. In this planning process the teams were assisted by members of the I.D.I. staff.

The following are the projects adopted and implemented by the teams of participants from the individual schools:

Abington Avenue School: improvement of vocabulary skills of fourth grade students.

Garfield School: development of a career-education program for eighth grade students.

Mt. Vernon Place School: improvement of verbal problem-solving skills in arithmetic in the third grade.

Newton Street School: securing among third grade students, skills basic to learning long division.

Quitman Street School: improvement of basic addition and subtraction facts among low-achieving third grade students.

Clinton Place Junior High School: improvement of comprehension, spelling, and pronunciation among students of four seventh grade social studies classes.

West Kinney Junior High School: improvement of reading of seventh grade students by means of a phonetic approach which emphasizes basic word attack skills.

Malcolm X Shabazz High School: improvement of ability to communicate by means of written and oral standard language skills among two Reading Through English Classes of eleventh grade students.

Six released-time days were provided by the Board of Education for each school team to perfect its prototype in preparation for implementation. In this endeavor, the teams were aided by administrative personnel; consultants and resource persons from within and without the schools; and members of the State I.D.I. staff.

At the conclusion of this stage, implementation of the projects was undertaken in the classrooms. Teams were granted three released-time days to evaluate (and recycle, if necessary) the projects during the progress of their implementation.

Problems or Deviations Encountered

In most schools there were no problems or deviations to be reported. However, in two cases (West Kinney Junior High School and Malcolm X Shabazz High School), the absence of sufficient funding for the purchase of materials was considered an inconvenience. The principal of Abington Avenue School, although pleased with the success of the I.D.I. project at his institution, reported that the many days of released time had created some difficulties in classroom coverage for team members. Participants at Quitman Street School felt that they could have benefited from additional supervision. A suggestion was received that a resource center is needed in or near Newark, to obviate lengthy trips by researchers.

Assessment of the Results (Impact) of the Institute

Every school team completed all of the in-school objectives of the Instructional Development Institute according to the nine-point I.D.I. systems approach, except for the team at Malcolm X Shabazz High School, which did not test the prototype in a classroom situation.

That team constructed its project, chose its materials, and selected its visual aids and texts. Testing of the prototype will be conducted when funds are available.

Team representatives, administrators, and observers from the State Department of Education (who had been among the I.D.I. instructional staff and had monitored the in-school implementation process) viewed the final products as successful.

All schools involved plan to continue the projects--recycled on the basis of experience--as components of their regular curricula. At Mt. Vernon Place School, the prototype originally developed for the third grade will serve as the model for mathematics work in the other grades.

School administrators stressed as valuable long-range benefits of the Instructional Development Institute experience: the development of leadership qualities among participants and the dissemination of innovative systems approaches throughout the eight schools.

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION

Report of the Director

Communications is basic to our Bureau: CHILDREN - COMMUNICATIONS - COMMUNITY. The school year of 1973 - 1974 was one of communications. We learn through communications and our Bureau, with its equipment resource and expertise, has the role and responsibility of helping the Newark schools become trend-setters in urban public education.

The Bureau staff, and librarians in the field, are competent, dedicated, enthusiastic and professional. One of the functions of the Director has been to avoid duplication within the Bureau and related services - and ultimately the school system - in order to share talents and techniques for the benefit of all the children. When research was needed by Curriculum Committees, WBGO script writers, Read, See and Hear librarians, or Audiovisual list compilers, our goal was to avoid overlapping and to share sources and competencies. In addition, inservice courses and Bureau and Library Association workshops and reports reveal personnel abilities and methods that can be utilized and implemented in the schools.

Reading for fun and reading enrichment is a basic for the Bureau. Highlights from School Library Annual Reports, included herewith, reflect successful innovative and traditional projects supportive of the reading program in the schools.

Whenever possible, librarians are encouraged to use positive awareness, to have current resources and equipment of quality and variety, both book and non-book, available to the children, their teachers and parents. Our aim, in order to keep children and learning our priorities - is anticipation and preparation, rather than remediation or delayed action.

Technology cannot be ignored. In recent years our role has been static rather than progressive. Federal funds and private grants have supported our innovations but have not been adequate. Growth has not been parcel to program. The geometric development of Educational Technology, and its impact on the Newark schools through Federal Funding, etc., has not been reflected in plant or staff. School library annual reports and school audits point up the tremendous lack of audiovisual equipment in the schools. Equipment is desperately needed to properly utilize the variety of learning materials available to motivate our Newark school children.

We must reverse our status quo role and return to that of trend-setter. The Bureau's budget reflects maintenance of programs with a small cost-of-living adjustment. As a Bureau we accept the responsibility for implementing positive use of Educational Technology - a role basic to the changing society of the 70's, already apparent in the multiplex ways our children learn.

Recommendations of the Director

Communicating the role of the professional librarian and the modern school library as a multimedia learning resource center in a changing urban community - with flexible scheduling and open available libraries - to administrators, principals, teachers, the NTU, and the community, will hopefully encourage creative teaching and individual as well as group learning. The current contract has resulted in several cases with the library scheduled as an activity in order to afford teachers released time, instead of flexible open on-demand scheduling - expediting rather than educating.

Special pilot programs in schools - whether federally funded, private grants, or innovative, should be considered in budget planning - in the event grants or funds are curtailed. Technical personnel so assigned should be cognizant of the coordinating and cooperating role of the Bureau, and Special Program and Bureau expertise utilized for the mutual benefit of the school system. Sophisticated equipment in such programs requires maintenance and its optimum potential for system-wide use should be projected.

The intent of the Director has been to implement library service in all annexes or public school stations in the city during all sessions of the school year. This goal has been achieved except for the summer elementary schools. They should have librarians assigned in order for the children and the teachers to utilize all available resources to their maximum and to develop library skills and independent learning.

Supervisors are essential for the school libraries, for guiding new librarians, and to assist librarians in library management. A roving storyteller is recommended, not only for the children, but also to demonstrate and instruct teachers as well as librarians in urban library storytelling techniques.

More bilingual librarians are needed. Only three bilingual librarians itinerate among all the bilingual schools. They are supportive of the regular school library program, work with individual children and assist in the selection and cataloguing of bilingual materials for all the school library media centers in the system.

Our budget, though conservatively modest, is directed toward achieving on a long-range basis, the Quality Program as outlined by the State in New Jersey Blue Print for School Media Programs. We are almost attaining the Newark goal of one librarian for 750 students - where we have 83 library positions and 78,000 children. The State checklist recommends a minimum of one librarian for every 500 students and a goal of one for every 250 students! This does not include the New Jersey minimum recommendations of one Media Aide and one Media Technician for every 500 students. Clerical and para-professional positions were also in the Bureau's 1973 - 1974 Budget, but these were eliminated at an initial hearing. Such positions would allow the librarians to devote more of their professional time for direct service to children and teachers.

All plans for new Newark schools in the 70's should locate the library media center in the community area - preferably at the ground level with street access. Thus the Library would be planned for maximum student use as a Library Media Resource Center during all school hours, and available for community use after school, evenings, on weekends, and during vacations.

Summary Sheet of Director's Recorded Activities 1973 - 1974

PROFESSIONAL MEETINGS

Associations:	6
Directors & Supervisors - 2	
Newark School Librarians - 2	
N. J. School Media - 2	
Conferences:	24
Data Processing - 2	
I.D.I. - 6	
Mayor's Office Press Conference - 1	
Textbook - 5	
Title II - 10	
Conventions:	3
Association of Educational Communications and Technology - 1	
N. J. School Library Association - 2	
Curriculum:	5
Audiovisual - 3	
Career Education - 1	
Curriculum Night - 1	
Facilities Planning:	12
Architects - 6	
Design and Construction - 6	
Inservice Presentation:	5
Administrators - 1	
Social Workers - 1	
Helping Teachers - 1	
Librarians - 2	
Television:	5
Cable TV Hearing - 2	
CHEN: Cable Television at Rutgers - 1	
Open Channels - 2	
Texbooks:	7
Workshops:	3
Black Studies - 1	
Seton Hall: Media - 1	
Title I - 1	

SCHOOL AUDITS:	10
SCHOOL VISITS - Observation of librarians, conferences	34
SUNDRY ACTIVITIES:	
CARE Envelopes and School Library Notes Distributed regularly to all school librarians	
Community-related meetings	
Director guided a professional bus tour to 13th Avenue and Barringer High School Libraries	
Interviews and conferences with library candidates, librarians, staff, administrators, and Board personnel	
Library Reading Certificates and My Library Reading Record Booklets distributed to schools	
Pictures of Newark School Library Media Centers' Activities on display in main lobby of Newark Public Library	
Photographs of Barringer High and Camden Street Title II Library Media Centers were also displayed at N.J.L.A. Convention.	
Public Relations booklet prepared in cooperation with Department of Community Affairs: URBAN Newark School Library Media Centers	

Rhoda S. Appel, Director
Bureau of Libraries and Audiovisual Education

Board of Education Library

Several timely issues of Read, See and Hear, were prepared during the school year for system-wide distribution.

September, 1973	New Materials in the Audiovisual Center
October, 1973	What's New in Educational TV
January 15, 1974	Career Education
January 28, 1974	New Year - New Books
February 15, 1974	Toward the Mountain-Top
March, 1974	Children Have Problems Too
May 15, 1974	Pamphlets: The Original Paperback

Special issues were up-dated or duplicated in quantity at the request of a Bureau, an assistant superintendent, or a sponsoring association - for distribution at professional meetings and community events.

The professional library has continued to serve as a resource center for curriculum, negotiating, and special committees, inservice courses, as well as Newark teachers and administrators.

This has been an exciting year for me after working with children for the last twenty-eight years. I had to adjust to an entirely new way of thinking, because working with adults was something I had not done in so long.

During the year we serviced every division and bureau and most of the administrators. The total number of reference questions were 1,190 from September, 1973 to May 1974. Some of the most interesting requests and reference questions were:

- Sample Board Agendas of other school systems
- Goals of early childhood education
- Laws regulating day care centers
- Philosophies of various school boards
- Learning packets for 1st grade reading
- Books on building esteem in children
- Securing copies of October N. J. School Leader
- Biographical information about Mr. Taylor
- How to organize a master's thesis - 12 requests
- Appointment of first nurse in Newark School System - her name and salary
- Information about the Newark All Year School (Requested by the University of Illinois)
- List of books on "How to teach reading in the elementary school" (with publishers and prices) for Title III - Hawkins Street School
- How to write lesson plans - 15 requests

List of ethnic and community newspapers
Help in compiling bibliographies on ecology, oceanography, building and construction, and safety
How to set up an Educational Research Department
Books on fishing and family living for WBGO
Articles on Nixon Impeachment proceedings
Articles on African drought
Articles on children's rights
Articles and books on tests and testing
Bibliography for inservice course in behavior modification
Bibliography of career books for primary grades
Material on Labor Relation Boards and personnel management

Material on organization planning
Material for "Teacher Recognition Day"
Staff development information
Educational level of adults in the 60's compared to 70's

Trip to NPL to obtain information for Assistant Superintendent Robert Brown
Social Studies concepts and goals for elementary school
How to write a job description - 6 requests
How to write a resume - 9 requests

These are just a few of the requests that made life interesting in the Board Library this year. I was pleased that so many of those who used the library commented on my willingness to give good service and the pleasant atmosphere in the library.

During the year the following curriculum committees met in the library: English, Mathematics, Bilingual, Social Studies, Reading, Career Education, Special Education, and Foreign Language. I served as a committee member on Political Education Miniguide.

Mrs. Geller held Career Guidance meetings in the library.

Various textbook committees worked in the library under the direction of Mrs. Rucki.

During the year, six Read, See and Hear bibliographies were compiled and a booklet titled Newark School Library Media Centers was compiled for the N. J. Library Association which met in Newark this spring. School Library Notes, May issue titled "Some New Books of Note," an annotated list of children's books, was sent to the school librarians to help them in compiling their book orders.

Elberta Stone, Librarian
Board of Education Library

School Library Services

The largest volume of work performed has been, as usual, connected with purchase orders for the school library media centers. Instructions and directives regarding orders; conferences with school librarians, with vendors and with administrators; and (preliminary to the Director's review and approval) suggestions for allocating the budget are all connected with this major task of facilitating acquisition.

Approximately 850 purchase orders written and expedited for payment, 84 purchase orders prepared, written, and expedited for Camden Middle School -- books, supplies, etc. (These involved selection as well). Orders prepared and written for two new annexes, Hawkins Annex and Roberto Clemente Annex No. 2 (Mt. Pleasant). Again, selection was the first step and performed by the Acquisitions Librarian.

Expediting for payment of over 500 ESEA Title II purchase orders for 1972-73; and the preparation of over 600 for Title II 1973-74. It should be noted that special problems were overcome during the current year, when the Title II applications, and consequently the grant, were delayed. This necessitated projecting an imaginary allotment for each school, so that orders could be compiled before the grant was announced; then readjusting the amounts and quantities when the actual grant was larger than the estimate.

Written instructions prepared and distributed for the preparation of the school's library orders, for Title II materials, for books, supplies and periodicals. The checklist (with prices) of approved periodicals for school libraries was prepared here as well.

Verbal briefing of all new librarians composed one session of the Inservice Course for New Librarians in the Fall. Acquisitions Librarian also present as a consultant at the Title briefing. Conferences with school librarians for advice regarding the general flow of orders and school procedures were constant throughout the year. In four cases, where new librarians without Newark school library experience took over in the middle of the year, such conferences were the complete briefing which comprised their "crash course" and enabled them to function.

Conferences with vendors, to examine new materials and briefing on new purchasing procedures.

Cooperation with the Bureau of Special Education for the proper disbursement of special funds for books, periodicals, and supplies allotted to the special classes within the schools.

Finally, and of major importance, constant cooperation with the Division of Purchasing and the Secretary's Office, for smooth processing and prompt payment of orders for library materials for the schools.

ESEA Title II: School Library Resources

Devised procedures to adjust applications and orders to the late grant this year; preparing estimated allotment tables and instructions, so that orders were prepared in anticipation of the grant, before the application forms were received; also devised and distributed work sheets for a substantial portion of the delayed forms. Thus Newark was able to submit the applications to Trenton on April 5 and the funds were granted in time to be spent (as required) during the current fiscal year -- although unprecedented efforts by the Acquisitions Librarian were necessary to accomplish this in the perilously limited time.

Checked all inclusions in the schools' library orders, to insure conformity with the requirements in the Title II Guidelines.

Prepared orders, totaling approximately \$96,000.00 for the audiovisual Loan Center, utilizing the Supplemental Grant and probable undistributed residues of the regular grant.

Inservice Courses:

Scheduled and conducted the Inservice Library Service in the Newark Schools -- an Orientation, for 13 librarians and 2 non-librarians, Fall semester, 1973.

Planned and conducted Enrichment Resources for Newark Teachers and Librarians, an Inservice Course with somewhat fluctuating attendance, Spring semester, 1974.

Note: Mrs. June Cater said that the idea for her recently-awarded State Mini-Grant stems directly from this course - she thought of it because of an idea Mrs. Elizabeth Jefferson described in one class session.

Publications:

Prepared 5 of the 6 issues of School Library Notes.

Compiled, edited or prepared numerous reports, presentations, bulletins, etc., on request, i.e.; the historical overview of Newark school libraries and the Bureau, for the bulletin published for NJLA-NJSMA Convention: Outlined for approval a new Inservice Course, Evaluation of Audiovisual Materials, to be offered in the Fall and Spring, 1974-75.

Selection Aids:

Maintained School Library Services Office collection of Publishers' review copies of children's trade books and distributed year-old copies to the school librarians.

Maintained current file of audiovisual and library supply catalogs, and back file of library periodicals.

Miscellany:

Member of the Curriculum Committee of Newark for Grades 8 and 11, and have been appointed as one of the writers.

Consultant for the Audiovisual Curriculum Committee.

Assisted with arrangements and attended NJLA-NJSMA Convention in Newark during Spring vacation.

("Extracurricular") Wrote Redcoats and Rebels radio script series with grant from N. J. Educational Broadcasting Authority. Begun Summer, 1973 writing is now being concluded. Production will be by Norman Weiser, using WBGO facilities.

Anna T. Lehlbach, Librarian

Audiovisual Education

The number of teachers using the services of the audiovisual center has increased as has the number of community day care centers along with some of our local colleges and service clubs. The center processed 5,465 bookings during the 1972-73 school year. (Those for the 1973-74 school year will not be available until July, 1974).

A complete listing of all centrally owned materials is published in three catalogues: motion picture catalogue, filmstrip catalogue and audiovisual catalogue. This year the filmstrip catalogue was revised and a copy made available for each classroom teacher. At the present time the motion picture catalogue is being revised and it is hoped that copies will be in the schools by the fall term.

In an effort to help solve some of the problems arising from the use of audiovisual equipment, several hundred lessons on the operation of the equipment were given during the 1973-74 school year. Through the cooperation of Model Cities, two of their media specialists, working two days a week, were able to perform this task for us.

All of the mechanical functions of the Audiovisual Center are important, but all this does not have much influence in the classroom unless the teacher knows how to make effective use of materials. There is a direct relationship between the amount of use teachers make of audiovisual materials and the ease with which they can be used. That is why it is so important and why we urgently need someone to transmit this knowledge. We strongly recommend that the position of teacher of audiovisual education be re-established within the bureau.

This fall the Audiovisual Education Curriculum Committee was established. They met at the Audiovisual Center at State Street. The Committee, conscientious and creative, developed an Audiovisual Handbook for Teachers, which it is hoped, will be ready for distribution to each Newark classroom teacher in September.

The audiovisual center was the recipient of a very generous gift of 100 junior controlled readers from the Central Scientific Company. These machines were given to the Newark Schools for their use in coping with the renewed interest in the reading problems of our youngsters. Another factor is the center's inability to provide adequate depth for the titles in the collection and at the same time add new titles and cull obsolete materials at a sufficient rate to maintain a current collection of quality. An audiovisual committee of teachers appointed for the year and meeting twice a month could handle this problem. The collection has grown to such an extent that it is necessary to provide additional staff for the proper functioning of our services.

Hubert Crawford, Supervisor

Radio and Television

Application was made to the Corporation for Public Broadcasting for a \$25,000 grant to enable the station during a 3-year period to become "qualified" by broadcasting 14 - 18 hours per day, 7 days per week, 52 weeks per year. The possibility of this time extension, however, would rest upon the inviolability of the basic budget request submitted in November, and itself, spelling out some extension of air hours. We were visited (June 17, 1974) by a C.P.B. representative. It is my belief, however, that the basic budget was cut.

The activities of the Television Coordinator were placed under the Supervisor of Radio and Television.

Council for Higher Education in Newark (CHEN) negotiated with the Board for the use of WBGO facilities for 30, 2-hour broadcast sessions during the 1974-1975 school year. If the budgetary cut prevents the envisioned 6-7, Monday -- Friday extension, it will be incumbent upon the Board to find a technician for this as well as several evening broadcast plans of the superintendent as described in the FOREWORD of the 1974-1975 PROGRAM GUIDE copy.

And the year was notable for the usual things, well done.

WBGO broadcast 20 new series. Twelve of these were local productions.

As is our custom a great deal of preparatory work was done on new series for the next broadcast year. In addition to the continuing series which present new material under familiar titles, the following are in preparation illustrating WBGO as a production center:

CREATURES IN DANGER
(A study of our vanishing species)

IT'S YOUR LANGUAGE
(A program to alleviate crippling speech errors)

THE PEOPLE ARE THE CITY
(An analysis of the city as a living, breathing organism,
"Thistown, U.S.A." - remarkably like Newark, New Jersey!)

NEWARK NOW
(A new concept, of WBGO's continuing "live" broadcast)

NEWARK: WE LIVE HERE
(A curriculum-oriented series by third graders in various parts of the city)

PATHWAYS IN MUSIC (complete)
(A new series embodying rhythms and "music" developed here)

SPACESHIP EARTH
(Just what the name implies -- from the Museum Planetarium)

TELL IT LIKE IT IS
(Newark Youth Against Drugs in Radio-Activity.....)

HIDDEN CITIZEN
(A series of P.R. interviews on Special Education and the Department of Child Guidance.)

Here is a list of agencies served by spot announcements:

Consumer Product Safety Commission	New Jersey Symphony Hall
Department of Health, Education and Welfare	New Jersey Public Broadcasting
Essex County College	Newark Fire Department
Essex County Park Commission	Newark Museum
Food and Drug Administration	Newark Public Library
Federal Information Center Program	National Institutes of Health
Greater Newark Chamber of Commerce	School News
Internal Revenue Service	TEAM
Women's Committee of 100 for Better Newark.	

Here is a list of broadcast "remotes:"

Branch Brook 10/25/73
 Malcolm X Shabazz 11/5/73
 Public Library 1/17/74
 Madison 3/20/74
 Press West Side 4/29/74
 Franklin 5/2/74
 Robert Treat Hotel 6/6/74 (Mayoral Forum)
 Beth Israel 6/10/74 (Schoolmen's Club)
 Speedway 6/12/74

Statistical Report

Broadcasting of Programs:	3,563	Total manuals distributed	
Script writing-dramatic:	50	(other school systems)	56
Brief Script-Non-dramatic:	183	WBGO All-City Workshop - classes:	30
Productions-new productions:	285	Number of Students:	334
Schools, participation:	428	Conferences:	308
Pupils, participation:	1,630	Tapes from other sources:	78
Adult participation:	418	Spot Announcements:	225
Staff performances:	207	Mail Responses:	74
Prepared & Circulated material: (Radio)	7,580	Number of tours at WBGO:	8
Prepared & Circulated material: (TV)	None	Number of persons:	119
Total manuals distributed (Newark)	3,071	Number of tapes dubbed:	485

P.S. At the request of Mr. Seymour Spiegel of SWAS, Malcolm X Shabazz, I have taken on a student "intern" for the month of July.

Marie C. Scanlon, Supervisor
 Radio and Television

NEWARK PLUS

The annual spring program of the Division of Curriculum and Instruction was held at The Newark Museum on May 22, 1974. Visiting the exhibits and enjoying the presentations were Mr. Stanley Taylor, Superintendent of Schools; Mrs. Helen Fullilove, Board of Education member; and Mr. Jules Lozowick of the Advisory Committee on Curriculum. The audience of students, parents, teachers, and other interested citizens constituted an overflow crowd. All found the evening exciting as well as educational.

Winners of state TIP awards and of local curriculum grants presented exhibits on their projects with live commentary and audiovisual aids. The coordinators of Aerospace Education and Drug Education were on hand with interesting programs. East Side's Molly J Choir selections, Vailsburg's fashion show, Shabazz's recorder selections, Chancellor's gymnastic demonstration, and dance numbers by Newark students of the Thompson Dance Studio all combined to make an outstanding program. The dance group and the gymnastic group performed in the garden, while the other numbers were performed in the Museum's central court. Delightful refreshments, prepared by Museum's personnel, added to the evening's enjoyment.

The Directors of Art, Libraries, Music, Physical Education, Practical Arts, and Testing all participated by providing numbers, offering suggestions, and attending the celebration -- and the word "celebration" is used advisedly. We celebrated life, learning, and progress in the Newark schools.

We are grateful to Mr. Samuel Miller, Mrs. Sally Townsend, Mrs. Marjorie Fredricks, Miss Jewel Zelder, and all the others who contributed to the success of the program.

That Newark's students and teachers are exercising ability, creativity, and energy in educational pursuits was clearly demonstrated by the participants.

SCHOOL AUDITS

When the Superintendent instituted a series of school audits during the year, the curriculum and instruction staff participated as members of the several audit teams (elementary, secondary, and special). The teams were designed to examine all areas of school operation: administrative, clerical, custodial, instructional, health, maintenance, etc.

Directors and supervisors in art, libraries, music, physical education, practical arts, and research gave attention to their specific areas.

Curriculum specialists, visiting elementary and secondary schools, gave attention to all academic areas, plus the presence and use of curriculum guides and the presence and use of library and audiovisual materials.

Our concentration was on instructional matters, and considerable good instruction was seen. There were administrators and teachers who knew and used their curriculum materials.

With regard to curriculum guides and miniguides, it was found that a number of administrators and librarians did not have these materials in their immediate possession. There was even a lack of knowledge of the existence of some such materials. Our past procedures have included the following: city-wide introduction to new materials for department chairmen, supervisory assistants, and helping teachers; announcement in a Superintendent's Circular; announcement in Curriculum Notes. Finding that these procedures fail to reach many administrators and teachers, we must devise others.

With regard to libraries and audiovisual aids, we see a need for the following: greater use of all the audiovisual catalogs and programs; more planning to include library and audiovisual aids deliberately and constructively in ongoing lessons; and maintenance of a professional section within each school library.

Our review of lesson plans revealed a vast area for improvement. That some plans were physically sloppy is the least critical comment. The important thing is content, procedures for putting it across, and activities for internalizing learning among students. What is needed is a systematic organization of material (from which a competent professional may knowingly deviate), sequentially followed, correlated in meaningful ways with other knowledge, and supported by teaching procedures and student activities which contribute to learning.

Seeing and hearing the events in many classrooms, we are reinforced in our belief that every teacher must be a teacher of reading in his subject, and that every teacher must have a mastery of verbal communication skills so that whatever he/she presents in speech or writing is worthy of emulation by students.

These comments are all directed toward developing quality education in Newark and involving teachers and students in a process which will have lifelong benefits.

SPECIAL EDUCATION MONTH

The month of May was designated "Special Education Month," and the special schools, some of which have won international recognition, were hosts to visitors from the central offices and from the community. Members of the Curriculum and Instruction staff visited all the special schools and were much impressed by what they saw and heard.

Regrettably, a number of special schools are housed in old, deteriorated, and unattractive buildings. Most notable exceptions are the John F. Kennedy School and the new section of Montgomery Street School.

Our staff was impressed most by the spirit in the schools, the interest in and concern for the students, and the friendly attitude toward visitors. At Boylan Street and Bruce Street Schools it was found that: (1) curriculum materials are used directly, (2) sensitive individualized approaches are used with the support of varied equipment, and (3) cooperation and enthusiasm are high.

The employment orientation which is provided at Kennedy School might well extend to more schools. Practical Arts under specialized direction is a much-needed feature at Wickliffe. At Woodland Avenue School, teachers appear to need more textbooks and supplies, as well as continuous and positive supervision.

All told, it was a pleasure to recognize the special schools and to visit with their interesting personnel.

TEACHER RECOGNITION DAY

The first observance of Teacher Recognition Day in the Newark Public Schools, arranged on rather short notice, was a happy and rewarding experience in most instances.

While many of the system's eighty-five schools were scenes of some form of observance, only nineteen informed the curriculum office of their activity. This is easily attributable to limited time and the pressure of many responsibilities. In one instance, information was sent by both the principal and the P.T.A. president.

In eleven of the nineteen schools reporting, teachers were presented with corsages or boutonnieres. At two high schools, certificates were presented to the teachers. Plaques were awarded to selected teachers in one school. Coffee hour, dessert service, luncheon, or dinner was the festive event in each of ten schools reporting.

Still other features of Teacher Recognition Day included these: a special letter from the principal; a message from the principal over the P.A. system; a play by teacher aides; poems, letters, notes, and cards from pupils.

Many parents put special effort into personally greeting teachers and sharing the refreshment period with them. The greetings were especially appreciated and the parents and teachers enjoyed their time together.

Station WBGO carried broadcasts by the Superintendent of Schools and the President of the Board of Education, extending messages of appreciation and encouragement to teachers.

Our conclusion is that Teacher Recognition Day of 1974 was a success and that the event should be regularly scheduled. We suggest the Monday in May which is the day after Mother's Day. With early notification and leisurely planning, it should be possible for parents and students to fashion an observance which all teachers will appreciate and in which the administration will be happy to join.

TESTING PROGRAM

A full report on the several testing involvements of the school system was prepared by Mrs. Dorothy M. Gawenus, Coordinator.

City-wide Standardized Test Program

In 1972, a greatly expanded city-wide testing program was approved by the Board of Education. This program provided for tests in reading and math to be administered, Kindergarten through Grade 12. This program was in contrast to a city-wide program of limited content on only three grade levels. Planning, implementing and coordinating this new comprehensive program has been a challenge.

A new, improved management system was introduced and has been operating successfully for three program administrations. Newly designated school test coordinators work closely with the department to facilitate the program and monitor it within the building. Test results are received back in the school approximately three weeks after administration, making it possible to record academic growth before the close of the school year.

Based on test data received at the Central Office, a detailed analysis of district results and a listing of individual school results is presented in an annual city-wide test report.

Fall 1973 Assessment Test Administration

Educational Assessment Program tests in reading and math were administered to all students in regular fourth, seventh and tenth grade classes in October. Negotiations by the department with the Office of Educational Assessment resulted in special arrangements for distribution of materials to individual school buildings. Due to a statewide delay in material distribution testing was not confined to October 16 and 17 as originally scheduled. Schools were permitted to schedule testing October 16 through 26. An additional change in plans by the State Department necessitated delivery of all school answer sheets to the Research Department for Central Office pick-up during week of November 5. Results of the 1973 Assessment are scheduled for release September 1974.

Interpretation of 1972 Assessment Results

In March 1973, results of reading and math tests administered to fourth and twelfth grade students in November 1972 were returned to the districts for interpretation. Results were reported in terms of percent correct. The Office of Educational Assessment provided state, county, regional and similar community type results for purposes of comparison.

The department organized and coordinated the several areas of reporting outlined by the state. Staff of the Division of Curriculum and Instruction analyzed the narrative and made the interpretive comments required.

The scope of the state-sponsored assessment program has required considerable planning, staff training and coordination of reporting efforts to meet guidelines. To date, the two administrations of this major testing program have proceeded on schedule with all reports submitted and approved by the Office of Educational Assessment.

National Assessment of Educational Progress

During the 1973-74 school year the National Assessment of Educational Progress assessed 9-, 13-, and 17-year-old students from across the United States in Writing and Career and Occupational Development. Schools involved in National Assessment of Educational Progress were randomly selected for participation. Within each school, students were randomly selected for participation. Selected students were involved in the assessment for approximately an hour in a group session of 12 students or in an individual interview.

Meetings with a representative of NAEP and principals of the Newark schools selected for assessment were held in the Research Department. The scheduling of planned testing was coordinated with the several other testing programs in Newark schools. The method, philosophy and purpose of the testing program was outlined by the National Assessment District Supervisor. The responsibilities of school administrators were discussed and procedures designed to create minimal interference with the usual school routine.

Assessment results will be reported to the districts early in 1975 in broad categories and will in no way identify students, schools, or school districts.

Schools involved in NAEP were:

9 Year Olds	13 Year Olds	17 Year Olds
Peshine Avenue	7th Avenue Jr. High	Malcolm X Shabazz
Dayton Street	Hawthorne Avenue	Vailsburg High
Chancellor Annex	Sussex Avenue	Barringer High
Wilson Avenue		East Side High

Other Activities

The coordinator participated in a number of inservice programs for administrators, resource personnel, and building faculties. These dealt with city-wide testing and the state assessment program.

Mrs. Gawenus was also involved in a number of regular activities--revision of district lines, revision of per capita rates, budget preparation, textbook allotments--and special reports including these: testing and rank order of schools, analysis of staff employment practices for the EEO-5 Report, minority group report on the school population, and space utilization and planning.

TEXTBOOK EVALUATION CENTER

For more than eighteen years, I have served as Textbook Coordinator and have noted marked changes not only in the types, quantity and quality of materials submitted by publishers but also in the interest shown by teachers, students, parents, and community groups in the selection of textbooks. Long before other communities or groups showed an interest in whether or not textbooks adequately reflected the contributions made by minority groups to our culture, the textbook evaluation committees were aware of this need and examined books accordingly..

The Newark schools are fortunate in having an established procedure for the evaluation of text materials. This procedure, established by Board of Education action in 1949, has been slightly modified over the years. I am happy to note that some of the recommendations advanced by the Textbook Staff have been included in the 1974-1975 budget and will become effective in July, 1974. Additional changes in procedures may be necessary in the future but I hope that the selection of textbooks will continue as a democratic function, involving both teachers and administrators in the process.

As in the past, it is the objective of the Textbook Division to coordinate the textbook evaluation program so that all instructional materials (text and multi-media items) are brought to the attention of the Textbook Council and Textbook Evaluation Committees; to provide advisory service to administrators and schools; to maintain a reference library of materials currently on the Price List and collection of materials in the process of evaluation; to prepare data and publish the 1974 Supplement to the Price List of Textbooks, Maps and Educational Supplies; to prepare and maintain inventory reports on textbooks in the schools as well as reports on rebounds, discards and not-in-use books; and to provide assistance in textbook organization within the schools.

Committees were restructured in 1971 on Primary (PK-4), Middle (5-8) and Secondary (9-12) levels with certain subject areas, such as, Language, Mathematics, Science and Social Studies, consisting of three committees. However, in working with these committees, it was found that there was too great a break in continuity and articulation, particularly between the PK-4 and 5-8 committees. The Textbook Coordinator suggested to the Textbook Council that these committees be reorganized on a K-8 and 9-12 basis with representation from the Junior High School on each level. The reorganized committees have functioned much better this spring. I would suggest that some type of Master Schedule be prepared by the Administration so that conflicts in meeting dates be avoided as much as possible. Dates for Textbook Evaluation Committee meetings are scheduled about a month in advance but this spring many members were unable to attend meetings because of city-wide testing. Because of the number of committees (24) and the fact that only a limited number of all-day meetings per committee may be held, it is important that all members be present to discuss the evaluation of the texts and vote on the approval or rejection of the material.

Since this is my final annual report before retirement, I had hoped it would not be necessary to report any difficulty in the preparation of the material for the Price List. Over the years, the Textbook Staff has always met its deadline in spite of the fact that there have always been delays in receiving the material from Data Processing.

Although time logs for the publication of the Price List have been prepared each year and meetings are held with all departments involved, decisions are never reached or new procedures established well in advance of the publication date. I cannot over-emphasize the fact that the schools need at least a month from the date of the receipt of the Price List to the Advance Order Date. Careful review of the text materials before the preparation of orders is necessary for the schools' instructional programs. The advance order date for 1974 had been set for May 18 but Miss Dalton requested that the date be changed to March 29. The date finally agreed upon was April 3. Fortunately, we were preparing a supplement rather than a complete Price List and copies were delivered to the schools on March 8. However, this gave the schools less than three weeks to prepare their orders.

The primary function of the Textbook Staff is the implementation of the Textbook Evaluation Program. We feel that the responsibility for the publication of the Price List of Textbooks, Maps and Educational Supplies should be assumed by the Purchasing Division. This has been under discussion but, as yet, no decision has been reached. The Textbook Staff has only three members — Textbook Coordinator, Textbook Technician and Typist. For the past year, we have had the services of a Librarian one day per week but need such help on a full-time basis as well as additional help for the technician and clerk-stenographer.

Statistical Data

	1958-1959	1971-1972	1972-1973	1973-1974
No. of Items Received For Evaluation	1900	4179	3509	3919

For the year 1973-1974, the Textbook Council reviewed the work of Textbook Evaluation Committees and made the following recommendations:

	Recommended For Approval	Recommended For Elimination	Recommended For Rejection
PK-8	644	520	501
9-12	227	255	390
Total	871	775	891.

Margaret B. Rucki
Textbook Coordinator

CONCLUSION

In the school year 1973-74, the staff in Curriculum and Instruction was engaged in curriculum development, selection of materials, school audits, classroom observation, teacher education, and numerous related activities.

The State Assessment required our time for item analysis, curriculum correlation, and interpretation of results.

The new component of the city-wide testing program required that we participate in the development of local tests in many subject areas, examine the test items in all subject areas, and make suggestions for the best possible formulation of the local tests.

Our work with the offices of six directors and three coordinators proceeded fairly smoothly and contributed considerably to coordinated and efficient operation in the areas mentioned in the introduction.

Our involvement in career education holds promise for fuller, more meaningful education for Newark students. The orientation, exploration, and discovery activities in which they engage will make them better informed, more aware of the diversity of careers, more sensitive to the need for mastery in basic academic areas, and better prepared to make choices in this important aspect of modern living. Their participation in both volunteer and paid work experiences will help them to see the significance of work and service in the conduct of our society. Our hope is that they will have lives that are more productive and more fulfilling than would otherwise be true.

With regard to Staff Development and Teacher Training, the present plan calls for the appointment of an Associate Assistant Superintendent who will direct the work of the Teacher Trainers and plan and execute the program of staff development. Our needs are great, and the directors and supervisors in the instructional areas are looking forward to filling their roles in connection with the new program.

The Superintendent has indicated that every building administrator must be active in teacher-training in order to make advances in achievement in the school system. Central office personnel will be available as resource and support staff in order to spread their expertise effectively. At the elementary level, one approach to local leadership would be to have in each school a teacher with expertise in each major academic area which is taught by classroom teachers -- Arithmetic, English Language Arts, Reading, Science, and Social Studies. Such persons would have strong ties with appropriate central office personnel.

A major need of our system is for an instructional materials center. The center would house textbooks and other printed materials, audiovisual materials, games and simulations, and a wealth of other educational items. It would be useful to individual teachers seeking to increase their professional knowledge and competence, and to those staff-members engaged in inservice education. Here it would be possible to learn about a variety of projects and programs developing or in use in school systems and institutions throughout the country.

Having completed a very full, varied, and productive year, we look forward to another which will be even more so. Greater achievement for students and greater professional satisfaction for staff are what we anticipate. That will make all the work worthwhile.

COLLEGES AND OTHER INSTITUTIONS HAVING PURCHASED OUR GUIDES

Appalachian State University
Boone, North Carolina

Auburn University
Auburn, Alabama

Bacon Pamphlet Service, Inc.
East Chatham, New York

Bank Street College of Education
New York, New York

Board of Cooperative Educational Services
Yorktown Heights, New York

California State University
Long Beach, California

California State University
Northridge, California

California State University
Sacramento, California

Capital University Library
Columbus, Ohio

Cheyney State College
Cheyney, Pennsylvania

Council for Higher Education
Newark, New Jersey

Drake University Library
Des Moines, Iowa

Drury College
Springfield, Missouri

Emery-Pratt Company
Owosso, Michigan

First Presbyterian Church
Clifton, New Jersey

Florida International University
Miami, Florida

Florence State University
Florence, Alabama

Frostburg State College
Frostburg, Maryland

Glassboro State College
Glassboro, New Jersey

Grand Valley State College Library
Allendale, Michigan

Harcourt Brace Jovanovich, Inc.
New York, New York

Hofstra University
Hempstead, L.I., New York

Hugh J. Phillips Library
Mount Saint Mary's College
Emmitsburg, Maryland

Indiana University of Pennsylvania
Indiana, Pennsylvania

John F. Kennedy Memorial Library
California State University
Los Angeles, California

Le Moyne College Library
Syracuse, New York

Macalester College
St. Paul, Minnesota

Mayor's Education Task Force
Newark, New Jersey

Memphis State University
Memphis, Tennessee

Miami University
Middletown Campus Library
Middletown, Ohio

Millersville State College
Millersville, Pennsylvania

Missouri Western College
St. Joseph, Missouri

Model Secondary School for the Deaf
Gallaudet College
Washington, D. C.

Morris Library
Southern Illinois University at Carbondale
Carbondale, Illinois

Newark College of Engineering
Newark, New Jersey

New Ark School
Newark, New Jersey

Northern Illinois University
De Kalb, Illinois

Oregon State University
Corvallis, Oregon

Prentice - Hall, Inc.
Englewood Cliffs, New Jersey

Queens Borough Public Library
Jamaica, New York

Radford College Library
Radford, Virginia

St. Cloud State College
St. Cloud, Minnesota

San Diego State College
San Diego, California

San Jose State College Library
San Jose, California

Scholastic Magazines, Inc.
New York, New York

Scott, Foresman and Company
Glenview, Illinois

Smith College
Northampton, Massachusetts

State University of New York,
College at Cortland
Cortland, New York

Texas Christian University
Fort Worth, Texas

Texas Woman's University
Denton, Texas

University of Arizona
Tucson, Arizona

University of Iowa
Iowa City, Iowa

University of Maryland
College Park, Maryland

University of Oregon Library
Eugene, Oregon

University of West Florida
Pensacola, Florida

University of Wisconsin - Milwaukee
Milwaukee, Wisconsin

University of Wisconsin - Stevens Point
Stevens Point, Wisconsin

Washburn University of Topeka
Topeka, Kansas

Washington State University
Pullman, Washington

Western Carolina University
Cullowhee, North Carolina

Western Michigan University
Kalamazoo, Michigan

Western Washington State College
Bellingham, Washington

Xerox Educational Publications
Middletown, Connecticut

SCHOOL SYSTEMS HAVING PURCHASED OUR GUIDES

Arlington Heights, Illinois
Community Consolidated School District 59

Beaverton, Oregon
School District No. 48

Clinton, Missouri
Clinton Public Schools

Denton, Maryland
Board of Education of Caroline County

Detroit, Michigan
Wayne County Intermediate School District

Dover, New Hampshire
Dover Public Schools

East Orange, New Jersey
East Orange Board of Education

Fort Lauderdale, Florida
School Board of Broward County, Florida

Freehold, New Jersey
Board of Education
Freehold Regional High School District

Kalamazoo, Michigan
Board of Education
School District of the City of Kalamazoo

La Grange Park, Illinois
Elementary School District 102

Lethbridge, Alberta, Canada
Lethbridge School District No. 51

Mason, Michigan
Ingham Intermediate School District

Massapequa, New York
Massapequa Public Schools

Maywood, Illinois
School District 89

New Orleans, Louisiana
Orleans Parish School Board

New York, New York
Board of Education of the City of New York

Newark, Delaware
Newark School District

Niles, Illinois
East Maine Public Schools

Odessa, Texas
Ector County Independent School District

Palos Hills, Illinois
Consolidated High School District No. 230

Philadelphia, New York
Indian River Central School District

Piscataway, New Jersey
Piscataway Board of Education

Pittsburgh, Pennsylvania
West Jefferson Hills School District

Red Lion, Pennsylvania
Red Lion Area School

Richfield, Minnesota
Richfield Public Schools

Richmond, Virginia
Richmond Public Schools

San Diego, California
San Diego County Schools

Santa Barbara, California
Santa Barbara County Schools

Scranton, Pennsylvania
Scranton School District

Toledo, Ohio
Diocese of Toledo, Diocesan School Office

Toronto, Ontario, Canada
Board of Education, Borough of York

West Covina, California
West Covina Unified School District

Westminster, Maryland
Board of Education of Carroll County

SYSTEMS WITH WHOM WE EXCHANGE MATERIALS

Birmingham, Alabama
Cincinnati, Ohio
Houston, Texas
Long Beach, California
Louisville, Kentucky
Marietta, Georgia
New York, New York
Philadelphia, Pennsylvania
San Diego, California
San Francisco, California
Springfield, Ohio
St. Louis, Missouri
Tacoma, Washington

PERSONS AND INSTITUTIONS TO WHOM WE SEND MATERIALS

Essex County College, Newark, New Jersey
Essex County Superintendent of Schools
Fordham University, New York, New York
Jersey City State College, Jersey City, New Jersey
Kean College of New Jersey, Union, New Jersey
Montclair State College, Upper Montclair, New Jersey
Newark Museum
Newark Public Library
Newark Teachers' Union
New Jersey Department of Education, Trenton, New Jersey
New Jersey Department of Health, Trenton, New Jersey
Office of Equal Educational Opportunity, Trenton, New Jersey
Rutgers University, Newark, New Jersey
Seton Hall University, South Orange, New Jersey

SOURCES FROM WHICH WE HAVE PURCHASED CURRICULUM GUIDES AND BOOKS:

Agathon Press, Inc.
New York, New York

Allyn and Bacon, Inc.
Rockleigh, New Jersey

American Bibliographical Center-Clio Press
Santa Barbara, California

Association for Supervision and Curriculum Development
Washington, D. C.

Behavioral Publications
New York, New York

Bobbs-Merrill Company, Inc.
Indianapolis, Indiana

California Association for the Gifted
Palos Verdes Estates, California

Center for Educational Policy and Management
Eugene, Oregon

Columbia University Press
New York, New York

Contemporary Music Project
Washington, D. C.

Citation Press
New York, New York

Doubleday and Company, Inc.
Garden City, New York

E. P. Dutton Company
New York, New York

Educational Products Information Exchange Institute
New York, New York

Eric Document Reproduction Service
Cleveland, Ohio

Fearon Publishers
Belmont, California

Harper and Row, Publishers
New York, New York

Holt, Rinehart and Winston, Inc.
New York, New York

Charles A. Jones Publishing Company
Worthington, Ohio

Judson Press
Valley Forge, Pennsylvania

Management Institute for National Development
New York, New York

Marboro Books
Moonachie, New Jersey

McCutchan Publishing Corporation
Berkeley, California

McGraw-Hill Book Company
New York, New York

National Council of Teachers of English
Urbana, Illinois

National School Public Relations Association
Arlington, Virginia

National Technical Information Service
U. S. Department of Commerce

National Textbook Company
Skokie, Illinois

Noble and Noble Publishers, Inc.
New York, New York

Peacock Publishers
Ithaca, New York

Praeger Publishing Company
New York, New York

Psychology Today
Boulder, Colorado

Random House
New York, New York

Rodale Press, Inc.
Emmaus, Pennsylvania

SCOPE
Dowling College
Oakdale, L. I., New York

Superintendent of Documents
United States Government Printing Office
Washington D. C.

Temple University Press
Philadelphia, Pennsylvania

Wayne State University Press
Detroit, Michigan

Production of Curriculum Publications

1960-1967

Guides:

Social Studies 7-8, 1960
 Health and Safety 7-8, 1961
 Foreign Language, Grade 9, 1964
 English, Grade 9, 1964
 Civics, Grade 9, 1966
 Special Education, Numbers for EMR,
 1966
 Modern Europe, 1967

1967-1974

Guides:

Head Start, 1967
 Algebra II, 1968
 Art, Secondary, 1968
 Special Education,
 Language for EMR, 1969
 Adult EASL, 1969
 Mathematics for Advanced Placement, 1971
 Music, Elementary, 1970
 Afro-American History,
 Elementary, 1971
 Afro-American History,
 Secondary, 1971
 Social Studies, EMR, 1971
 Reading, PK-12, 1971
 Trainable Guide, 1971
 Early Childhood Education, 1971
 Humanities, Secondary, 1972
 Family Living, PK-12, 1972
 Elementary Mathematics, 1972
 Art, Elementary, 1973
 Home Economics, Secondary, 1973
 Newark, Grade 3, 1973
 Science, Elementary, 1973
 Middle School, 1973
 General Mathematics, 1973
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